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Adolescent Girls: Sport and Sexual Behaviour

by

Heather Maureen Denkhaus

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the

requirements for the degree of Master of Education

in

Counselling Psychology

Department of Educational Psychology

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August 27, 2003

University of Alberta

Faculty of Graduate Studies and Research

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Adolescent Girls: Sport and Sexual Behaviour submitted by Heather Maureen Denkhaus in partial fulfillment of the requirements for the degree of Master of Education in Counselling Psychology.

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1 April 2003

Abstract

The purpose of this research is to examine the impact of sport participation on the sexual behaviours of adolescent females, and to contribute to research on the Cultural Resource Theory.

Cultural Resource Theory is based on observations that adolescent girls who participate in sport are less sexually active than their non-active peers, and suggests that females can use sport to gain status and freedom from traditional gender scripts in sexual encounters.

In this study researchers have attempted to replicate previous findings and extend those findings to Alberta youth. Two hundred sixteen Alberta youth were surveyed about their participation in sport and their sexual behaviours. Fewer female school athletes had sex than females who did not play sports however results were not statistically significant.

The way sport participation was measured was also examined and an alternative measure of sport participation has been proposed. Factor analysis and reliability results do provide support for the use of the proposed survey items to measure sport participation.

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Statement of the Problem

By the time Canadian youth are eighteen approximately 50% of them have had sex (Maticka et. al., 2001). Therefore approximately half of Canadian teenagers will place themselves at risk for unwanted pregnancy and sexually transmitted infections (Drysburgh, 2001). Teenage pregnancies and sexually transmitted infections (STIs) can also translate into health problems, well-being difficulties, and economic hardships for adolescent girls and their children (Drysburgh, 2001). Add to this the fact that there are questions about how best to educate young people about sex and whether sex education translates into healthy sexually behaviours (DiCenso, Guyatt, Willan, & Griffith, 2002); perhaps it is time to look at alternatives.

Miller, Sabo, Farrell, Barnes, and Melnick (1998) examined research demonstrating that female athletes are less sexually active than female nonathletes and proposed the Cultural Resource Theory. This theory basically states that participation in sport reduces a female adolescent's involvement in sexual activity in two ways. First, sport is a non-traditional activity for females. The theory suggests that because young women who play sport have already freed themselves from some gendered restrictions, they are also more free to say no when faced with sexual pressures. Second, sport is a way for adolescent girls to gain status, giving them the power to say no to having sex.

Cultural Resource Theory focuses on young women which is exciting since young women are particularly vulnerable. Young women are the ones who will have to carry a child should sexual intercourse result in pregnancy. Also, rates of chlamydia and

gonorrhea are much higher for women than men with the highest rates being among the teenagers and young adults (Maticka-Tyndale, 2001). Maticka-Tyndale et. al. (2001) also note that the age of first intercourse is dropping among Canadian adolescents. The drop is most evident among young women. Consequences of early sexual activity for young women are not purely physical. Schnirer (1996) also found that young women report twice as many negative emotional responses as young men following their first experience with sexual intercourse. Examples of some of the negative emotions experienced by young women include feeling guilty, afraid, raped, anxious, worried, betrayed, and hurt.

If participating in sport is indeed a protective factor for female adolescents with respect to sexual risk taking behaviour, could sport be considered as a component of programs which promote sexual health? Before Canadians get too excited, it is important to realize that the research about Cultural Resource Theory is based on subjects and research in the United States. As Maticka-Tyndale, 2001, points out, "Canada is far behind in conducting research that would help inform and evaluate our programs and policies. We tend to use data from other countries (usually the United States) and assume it applies to Canadians (page 8)." The conclusions based on research in the United States do not necessarily apply to our Canadian youth.

Plan of Study

The intent of this thesis is to examine Cultural Resource Theory in a Canadian, and specifically an Albertan context. Papers in this thesis are intended to contribute to

the research which has examined the impact of sport on the sexual behaviours of adolescent girls. Two papers are intended for academic journals. The third article, written for a popular press periodical, is intended to reach and inform parents and other adults who work with Canadian youth. If sexual-risk taking is indeed curbed by involvement in sport, it seems important to get the message out to adults who would encourage and provide opportunities for young women in their athletic endeavours.

Research Questions

1. What is the best way to measure sport participation when examining the effect of sport participation on sexual behaviours? Is it simply participating in sport that has the impact on sexual choices? Miller et. al. (1998) measured athletic participation by asking participants "Do you participate in sports at school?" If the social environment created by the sport is having an impact on sexual choices, can we ask questions that measure the involvement of teenagers in sport rather than just whether or not they play?
2. Is there any impact on sexual behaviours when adolescent girls play sports in the community?
3. Does the Cultural Resource Theory apply to female adolescents in an Alberta community? Are the young women in this community who participate in sport less sexually active than female adolescents who do not participate in sport?

Sample and Instrument

Two hundred sixteen male and female students in grades 9 through 12 participated in this study. The students were from a suburban centre near Edmonton, Alberta's capital city.

Participants completed a pencil and paper survey. The survey was developed by researchers based on research, teaching and counselling experience. Various forms have been used with adolescents since 1990. University of Alberta ethics guidelines were followed. Before the survey was completed by students, informed consent was obtained from both parents and participants. Students were told that the survey was to be completely confidential, that they were not to write their name on the survey, and to answer questions as honestly as they could. If students felt uncomfortable with a questions they were told not to answer. The survey took approximately an hour to complete and included questions on demographic information, participation in sport, sexual attitudes, sexual behaviour, sex education, and other risk-taking behaviours.

Overview of Chapters

This thesis contains five chapters. The introduction examines the inspiration for this study, the importance of this research to society, and an overview of the research plan used to carry out this thesis. Chapters two through four are journal articles focused to answer specific questions and tailored to a particular audience. Chapter Two is a paper examining the way we measure sport participation. Considering the impact sport participation is reported to have on sexual behaviours, questions designed to measure

participants social involvement in sport are proposed and analysed statistically. Chapter Three examines the effect of school and community sport participation on the sample of adolescent females in this study. Chapter Four is written to inform parents, coaches , and other adults who work with adolescents about the potential impact of sport participation on sexual behaviours. It is intended for a mainstream periodical so that it is accessible to relevant adults. Finally Chapter Five will summarize the results of this study, critique the study, and provide suggestions for future research in the area.

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CHAPTER 2 - MEASURING INVOLVEMENT IN SPORT

Participating in sport can change our bodies. By engaging in physical activity we often strengthen our heart, our lungs, and our limbs. But sport can also impact the life choices we make. What is the impact of sport participation on the choices adolescents make and on their overall well-being? Adolescent athletes have been shown to have advantages with respect to mental health (Steiner, McQuivey, Pavelski, Pitts, Kraemer, 2000), self-esteem (Delaney & Lee, 1995), academic success (Silliker & Quirk, 1997), and healthy sexual choices (Miller, Sabo, Farrell, Barnes, & Melnick, 1998). Does that mean that sport should be "prescribed" to inactive youth? While Perry-Burney and Takyi (2002) suggest that parents and school administrators should encourage young women to participate in sport, much of the research has looked at outcomes for an athlete and a non-athlete group. This presents a problem. Steiner, McQuivey, Pavelski, Pitts, and Kraemer (2000) point out that research comparing athletes to non-athletes suffers from the problem of self-selection. Perhaps healthy outcomes associated with sport are actually present in individuals who are attracted to sport in the first place and not really a result of sport at all. Also if sport is encouraged for previously inactive youth will the transition be directly from non-athlete to athlete, or will the process be more gradual. If the process is more gradual, will there be any impact when young people participate in sport to a limited degree?

To overcome the problem of self-selection, ideally, researchers would need to randomly assign participants to sport and no-sport groups. This is not very feasible.

However, rather than simply comparing athletes and non-athletes; a series of questions have been designed to assess the participants involvement in sport and how much they identify themselves as an athlete. The responses to these questions could result in a continuous variable allowing some examination of the impact of limited involvement in sport. The questions proposed will also attempt to examine participants commitment to the culture of sport. This seems especially relevant considering that many of the positive outcomes associated with sport are presumed to be a result of the culture around sport. Young female athletes may postpone sexual activity because sport breaks down traditional gender roles and gives young women an avenue to gain prestige (Miller, Sabo, Farrell, Barnes, & Melnick, 1998). Increased academic success for student athletes may be related to an increased commitment to school (McNeal Jr., 1995).

The research on the impact of sport participation on adolescents covers many areas. Highlighted here are the impact of sport on emotional well-being, academic success, and healthy sexual choices. In each study the students were split into an athlete and a non-athlete groups for analysis.

Benefits of Sport Participation

Better mental health and overall adjustment have been associated with participation in sport. A Swiss study examined the associations between adolescents' sport participation and other health related behaviours (Ferron, Narring, Cauderay, & Michaud, 1999). Researchers found that athletic adolescents were better adjusted, less anxious, more energetic, less depressed, and had fewer suicidal thoughts or attempts.

Steiner et al (2000) surveyed 1769 American high school students and also found that sport team membership was associated with fewer mental health problems as measured by the Juvenile Wellness and Health Survey Mental Health Problems factor. Marsh and his colleagues (Marsh, Perry, Horsely, and Roche, 1995; Marsh, 1998) examined another indicator of mental health and well-being. Researchers looked at the self concepts and self esteem of elite athletes and non-athletes. Results indicated that the elite athletes had more positive social, global, and physical ability self concepts. Delaney and Lee (1995) also found that active adolescents had higher levels of self-esteem and less-sex typed self-images.

In a study conducted by Silliker and Quirk (1997) the academic success of students athletes during their competitive season was compared to their academic success while they were not actively playing their sport. Participants had significantly higher grades and better attendance during their soccer season. The difference in attendance was not however statistically significant. Silliker and Quirk argued that participation in athletics enhances rather than endangers academic performance.

Perhaps not surprisingly, there is also evidence of a relationship between drop-out rates and sport participation. Based on data from a national survey in the United States, McNeal (1995) found that students who participated in athletics were approximately 1.7 times less likely to drop out of high school than those who did not participate.

Recently research has begun to look at the relationship between sport participation for adolescent females and sexual behaviours. Teenage sexual behaviours can lead to Sexually Transmitted Infections (STIs) and unwanted pregnancies. This provocative area of research could have a significant impact on society's efforts to reduce problems associated with adolescent sexual behaviours. Litt (1999) went as far as to suggest that midnight basketball might be a potential avenue to prevent adolescent pregnancies.

Savage and Holcomb (1999) were interested in comparing the sexual activity of female athletes with the general population. The female athletes, in the study by Savage and Holcomb, engaged in fewer sexual risk-taking behaviours. Fewer female athletes had engaged in sexual intercourse, had sex before age 14, had two or more sexual partners, had sex in the three months prior to the survey ($p < 0.05$). Also more of the sexually active athletes used a condom at last intercourse. The previously mentioned Swiss study by Ferron et al (1999) also looked at sexual behaviours of athletes, specifically contraceptive use. Results indicated that non-athletes tended to use contraceptives less frequently than their athletic counterparts which was consistent with Savage and Holcomb's findings.

Analysis by Miller et al (1998) and Sabo, Miller, Farrell, Melnick, and Barnes (1999) also revealed that sport participation was associated with lower sexual activity rates for females. Athletic females had fewer sexual partners, engaged in sex less

frequently, and waited longer before having sex for the first time. Miller, Sabo, Farrell, Barnes, and Melnick (1999) went on to show that girls who participated in sport also had higher rates of contraceptive use and lower pregnancy rates than girls not participating in sport.

Measurement of Sport

When measuring the impact of sport on the lives of adolescents, sport participation has tended to be measured as a dichotomous variable. Participants were either considered athletes or non-athletes.

In the Swiss study by Ferron, Narring, Cauderay, & Michaud, 1999 where sport participation and health related behaviours, athletes were considered to be those youth who participated in sport two to three times per week and belonged to a sports club, or youth who, even though they did not belong to a sports club, participated in sport daily.

In the Steiner et al (2000) study athletes were defined as students who participated on organized sports teams. In two studies by Marsh and his colleagues (Marsh, Perry, Horsely, and Roche, 1995; Marsh, 1998) examining the mental health and well-being of athletes and non-athletes participants not only had to be involved in organized sport, they had to be elite athletes attending the Australian Institue of Sport or a prestigious sports high school.

Delaney and Lee (1995) examined sport, self-esteem, and sex-roles. Based on their answers to survey questions participants were classified as high active if they

participated in physical activity three times per week or low active if they did not meet these criteria.

In a study conducted by Silliker and Quirk (1997) examining the academic success of students athletes, participants were selected for the study only if they participated on the interscholastic soccer team. When examining drop-out rates of student athletes, McNeal (1995) also used a dichotomous measure of sport involvement: participation or non-participation.

In research on the impact of sport participation on sexual activity athletic involvement Savage and Holcomb (1999) compared the responses of representative random sample of adolescent females from across the United States (N = 7839) to the responses given by a group of high performance female athletes (N = 141). Young women selected to be part of the athlete cohort trained at least 11 hours per week and competed at a regional, state, or national level.

Some studies measured sport participation with yes and no responses to questions about sport participation in school. Sabo, Miller, Farrell, Melnick, and Barnes (1999) examined sexual behaviour and pregnancy and measured sport participation in this manner. Miller, Sabo, Farrell, Barnes, and Melnick (1999) went on to study contraceptive use and pregnancy rates among adolescent girls. Sport participation in this study was measured by asking students on how many teams they had participated in the last 12 months in school and in the community. Responses were then combined and coded to create a "did not participate" group and a "participated on one or more teams" group.

women to participate in sport having reason to believe that sport would lead to these same benefits for "new athletes". To facilitate studies that could lead to this kind of examination, this study will propose and examine the appropriateness of a series of questions that could be used to examine the impact of sport not just on elite athletes but on the population in general. To accomplish this goal, it is this researcher's belief that a more continuous measure of sport participation would be beneficial.

Methods

Sample

Students from a suburban community near Edmonton, Alberta participated. They were selected in representative class groups, from grades nine through twelve. Two hundred sixteen students completed the survey, 104 of the participants were male and 112 of the participants were female.

Prior to survey completion, a letter was sent to home with the students. The letter informed participants and their parents about the survey and asked for their consent to be answer the questionnaire. Letters were signed by both students and their parents before the survey was completed.

Because the survey included questions of a very personal nature, students were told that their names were not to be recorded on their survey and assured that we would never know which survey matched which participant. They were also instructed to

answer all questions as honestly as possible and that if they were uncomfortable with a question they should leave it blank.

Instrument

The Student Health Survey is a pencil and paper survey which takes about an hour to complete. Students filled out the survey during class time. Questions were in fill-in the blank or multiple choice format. The survey included a section called "General Information" where students answered questions about their age, grade, living arrangements, favourite activites, and family. There were also questions measuring self-concept, participation in sport, sexual attitudes, sexual behaviours, attitudes toward sex education, and health-related risk-taking behaviour.

Two methods were used to assess student involvement in sport. Students responded yes or no to the following questions: "Do you participate in sports at school?" and "Do you participate in sports out of school?". Students also indicated their agreement with the seven statements illustrated in Figure 1-1, and asked to respond using a five-point Lichert scale ranging from Strongly Agree to Strongly Disagree.

Figure 2-1. Statements assessing involvement in sport.

1. I am an athlete.
2. I am athletic.
3. Participating in sport(s) is important to me.
4. Participating in sport(s) is a big part of my life.
5. I am good at (a) sport(s).
6. The girls / guys I date are athletic.
7. My friends are athletic.

Results

Factor Analysis

Statistical analysis of participant's responses revealed that the 7 questions in Figure 2-1 load onto 2 related factors. A principal component analysis extraction was completed followed by an oblimin rotation with Kaiser Normalization. The absolute value of 0.3 was used as minimum loading for interpretation in this analysis. The factor analysis results are summarized in Table 2-1.

Table 2-1

Factor Analysis Results

Questionnaire Item	Component	
	1	2
I am an athlete.	**0.940**	-0.0216
I am athletic.	**0.926**	-0.0364
Participating in sports is important to me.	**0.936**	0.00114
Participating in sports is a big part of my life.	**0.822**	0.127
I am good at sports.	**0.893**	-0.0261
The girls / guys I date are athletic.	-0.0207	**0.871**
My friends are athletic.	0.0393	**0.827**

The factor analysis reveals that student responses loaded onto two factors. Factor 1 includes the following items: I am an athlete, I am athletic, Participating in sports is important to me, Participating in sports is a big part of my life, and I am good at sports. Each of these items has to do with the participants personal involvement in sport. The second factor includes the items: The girls / guys I date are athletic and My friends are athletic. These two items concern the student's peer group. The two factors created are essentially an "I am sporty" factor and a "My peers are sporty" factor.

Reliability

Both factors identified during the exploratory factor analysis had high reliabilities, meaning that participants answered the questions in each factor in a relatively consistent manner. The "I am sporty" factor had a high reliability ($\alpha = 0.9462$). The "My peers are sporty" factor also had a reasonably high reliability ($\alpha = 0.7240$) especially considering there were only two items in the factor.

Discussion

Many studies have examined positive outcomes for adolescents who play sport. This study has attempted to provide researchers, who wish to examine the impact of sport, with another tool. The factor analysis and reliability results provide support for the use of the seven proposed questions (see Figure 2-1) in future research.

Participants responded to seven questions about their sport involvement. Rather than simply asking about whether students' participate in sport or not, using these questions researchers can also measure whether the student identifies him or herself as an athlete, values sport, has confidence in their abilities, and / or whether the students has an athletic peer group.

The seven questions loaded onto two factors. The two factors had face validity; they loaded onto factors that made sense when examined. One factor measured the participants involvement in sport and a separate but related factor measured the sport involvement of their peers.

Finally there was internal consistency within the two identified factors. The factor measuring personal involvement in sport had a very high reliability ($\alpha = 0.9462$). The factor which measured the sport involvement of the peer group had a reasonably high reliability score ($\alpha = 0.7240$) as well but could use more items.

Limitations

The seven items designed to assess the students' involvement in sport were asked in order and all were formatted such that involvement in sport yielded responses of agree or strongly agree. To ensure that participants weren't simply answering a block of questions in the same manner without really reading them it would be appropriate to write a few items such that some required reverse scoring. It would also be an improvement to disperse the sport questions throughout the survey.

The "my peers are sporty" factor only has two items. It was not anticipated that these two items would fall out and yield a separate factor. Further questions should be added for a more powerful factor and yield a more complete picture of the impact of having athletic peers.

Suggestions for Future Research

Many studies have studied the impact of being involved in sport. What is the impact of having peers who value sport for an essentially non-athletic student? Does one need to be on the field, court, or in the locker room to be affected by sport or is simply being around others who have experienced that influence? Does a sporty peer group provide the some of the same benefits as sport participation itself?

Sport involvement is reported to be associated with positive self-esteem (Perry-Burney & Takyi, 2002). Is positive self-esteem related to sport participation or is it more closely related to a participants' assessment of their ability? One of the questions in the present survey asked participants to agree or disagree with the statement, "I am good at (a) sport(s)." Future research could examine whether it is possible that simply playing a sport and being active makes people feel better about themselves. It is also possible only athletes who view themselves as 'good' experience high levels of self-esteem.

Additionally, the impact of sport on adolescent girls' healthy sexual choices is theorized to be related to the increased status young female athletes may enjoy (Miller et. al., 1998). Is status accrued simply by being an athlete or because one is a good athlete? This could also be examined in future research.

The high self-esteem, mental health, academics success, and healthy sexual choices that research has shown are related to being an adolescent athlete are extremely encouraging and it is very tempting to encourage all youth to join a team. Researchers should examine the nature of the relationship between sport and these positive outcomes such that parents and other professionals can have realistic expectations about the effects sport might have on recreational and blossoming athletes.

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Adolescent Girls: The Relationship between Sport and Sex

Perhaps midnight basketball for girls should be considered as an intervention program to prevent early adolescent pregnancies. Litt raised this idea in a 1999 Journal of Adolescent Health editorial. This bizarre and intriguing idea is proposed in light of recent research that shows that athletics may be responsible for indirectly reducing pregnancy in adolescence (Sabo, Miller, Farrell, Melnick, & Barnes, 1999).

Research in the area of adolescence and sport has examined the relationships between sport and self-concept, as well as the relationship between sport and commitment to conventional societal values. Another interesting area of research has focused on the relationship between sport and gender roles. More recently research has been examining the potential impact of sport participation on the sexual behaviours of adolescents. A closer look at Cultural Resource Theory, which ties in many of these areas of research, will yield a potential explanation for the relatively lesser degree to which female adolescent athletes participate in sexual activity than female non-athletes.

Self-concept of athletes versus non-athletes

It has been widely accepted that a positive relationship exists between self-concept and a multitude of other desirable behaviours, including health-related behaviours (Marsh, 1998). It seems conceivable therefore that, if sport influences self-concept, it could further influence healthy sexual behaviours. Several studies have examined differences between the self-concepts of athletes and non-athletes (Marsh, 1998; Marsh, Perry, Horsley, & Roche, 1995; Delaney & Lee, 1995).

In a study conducted by Delaney and Lee (1995) 63 high school students in Australia ($\underline{M}_{age}$ = 15.6 years) completed surveys which examined physical activity, sex roles, and self-esteem. Delaney and Lee found that adolescents who exercised had higher levels of self-esteem than adolescents who did not.

An Australian researcher, Herbert Marsh, has been involved in several studies examining the multiple dimensions of self-concept (Marsh, 1998; Marsh, Perry, Horsley, & Roche, 1995). Not surprisingly the biggest difference between the self-concepts of athletes and non-athletes was in the physical ability self-concepts and favoured the athletes. Small but consistent differences were also found, that favoured athletes, in social self-concept and global self-esteem.

Interestingly, this athlete / non-athlete difference interacted with gender. There was a larger difference in the physical ability self-concept between female athletes and non-athletes than for males (Marsh, 1998), suggesting that sport participation affects males and females differently. Marsh and Jackson (as cited in Marsh et. al., 1995) suggest that the traditional sex stereotypes of females who participate in sport may be influenced, leading to changes in self-concept scores which are typically low for women.

In a more recent study, Ferron, Narring, Cauderay and Michaud (1999) also conclude that athletic adolescents are better adjusted than their non-athletic counterparts. Data for this study came from a national survey of adolescents in Switzerland. Results suggest that athletic young people are more often full of energy and happy about their

lives. Athletic adolescents were also found to be sad, depressed, or suicidal less often than non-athletic teens.

Based on the above studies one can not conclude that sport participation enhances self-esteem. It is also possible that adolescents who feel good about themselves are more attracted to sport. It is also possible that a third variable is affecting both self-concept and participation in sport. For example, perhaps athletic parents spend time playing sport with their children positively influencing a child's self-esteem. This time spent playing sport also influences young people to continue to participate in sport. Differing relationships between sport and self-concepts for the two genders also need to be interpreted with caution. Perhaps the sexes report their participation in sport differently. It is possible that girls classified as non-athletic truly participate in no sport activities but that young males classified as non-athletes may not participate in organised sport but still enjoy spontaneous sport activities in their free time. This could lead to larger athlete / non-athlete differences for adolescent girls and boys.

In an attempt to make sense of some of the research on the impact of sport it is important to examine research results within a theoretical framework. Two relevant theories Cultural Resource theory and Control theory each have the potential to provide important insights with respect to sport and it's impact on adolescent females.

Control Theory

One aspect of Control Theory asserts that individuals who are committed to conventional activities will engage less in delinquent behaviour (Meloff & Pierce, 1994).

Perhaps adolescents involved in sport engage less in delinquent behaviour. Sexual activity could be considered by some to fall into the category of delinquent behaviour. If this is the case then teens committed to other conventional or acceptable activities would also be expected to engage in sexual behaviours less often.

Silliker and Quirk (1997) looked at the grade point averages of high school athletes in season and out of season. One hundred twenty-three high school students from rural western New York participated. Each of the participants played interscholastic soccer during the first semester of school and did not play any sport in the second semester of school. Silliker and Quirk found that participants grade point averages were higher while involved with the school soccer team. Attendance rates were also higher for the participants while they were playing soccer. It may be that while the athletes were more committed to sport they were also more committed to school in general.

Ferron et. al. (1999) examined the associations between sport activity and risk taking. Adolescent non-athletes, in this Swiss study, were found to use seatbelts less often. Athletes also tended to consume wine, tobacco, and marijuana less often than non-athletes. However no significant differences were found in the use of hard drugs. The researchers in this study propose that this may be due to the small sample size of the subgroups used in this analysis. There were also no differences found between adolescent athletes and non-athletes with respect to consumption of beer.

Miller et. al. (1998) examined the relationship of extracurricular activities to sexual behaviour. Without looking at the sexes separately both arts and academic

extracurricular activities was associated with fewer numbers of sexual partners, decreased frequency of sexual encounters and later age at first intercourse. Participation in sports did not have an effect until analysis was done separately for males and females. Participation in sports for adolescent females was associated with significantly decreased sexual behaviour as measured by number of sexual partners, frequency of sex, and age at first intercourse. Miller et. al. proposed a theory, Cultural Resource Theory, to account for the unique effect of sport on adolescent girls' sexual behaviour.

Cultural Resource Theory

Cultural Resource Theory (Miller et. al., 1999, Miller et. al. 1998, Sabo et. al., 1998) attempts to explain why sport could differentially affect the sexual behaviours of male and female adolescents. This theory is based on the idea that individuals use cultural scripts, recipes for a socially acceptable series of behaviours, to guide their behaviours. With respect to sexual behaviours male scripts tend to call for boys to seek out sexual opportunities with girls, while scripts for girls tend to involve girls using sex to procure affection and commitment from males. Miller et. al. (1999) claims that sport has traditionally been a breeding ground for traditional male values and scripts, but that sport may weaken a young woman's commitment to traditional sexual scripts. Miller goes on to claim that sport is a unique extracurricular activity in it's ability to affect sexual scripts. Another important aspect of this theory is that sport is seen as a way for young men and women to gain popularity and status. The additional power that young people gain from their involvement in sport can be used in sexual negotiations. Men will use the

additional power to further pressure girls to have sex; while girls will use this additional power to resist the pressure to have sex or to pursue sexual relationships on their own terms. This theory then predicts that female athletes will have lower levels of sexual activity than will female non-athletes. According to this theory, the opposite pattern should exist for young men.

Sexist sexual scripts

In some respects cultural resource theory seems antiquated and oversimplified. Obviously not all boys want sex and pressure girls to get it. Also not all girls only have sex because a boy pressured them to. Haffner (1998) maintains that gender role stereotypes hinder adolescents' efforts to attain sexual health. She goes on to give examples. She states that girls may learn that: it is better to be cute and popular than smart, girls have few sexual feelings, and carrying a condom is bad. These examples may seem unrealistic. However, in an American study Suitor and Reavis (1995) found that gender roles had changed but perhaps not as much as one might expect. They found that boys primarily gained prestige through sports and grades / intellect, while girls primarily gained prestige through grades / intellect, physical attractiveness, and sociability.

Based on the reports of a sample of Alberta adolescents Schnirer (1996) also noted that initial sexual experiences are often negative for females and positive for males. This finding is also consistent with traditional scripts.

It is also interesting to note that Haffner (1995) states that young people who begin to have sexual intercourse early tend to believe in traditional gender stereotypes.

This trend matches well with cultural resource theory, because one hypothesis of the theory is that sport will break down traditional gender scripts with respect to sexual encounters which will in turn result in sexual activity beginning later in an adolescent's life.

Sport and gender stereotypes

Could sport really have the effect that Miller et. al. (1998) propose? Delaney and Lee (1995) support the idea, stating that not only does participation in sport increase a young person's self-esteem but that that increased self-esteem may allow adolescents the freedom to develop a sense of self less restricted by gender stereotypes.

Thomas and Holland (1995) examined the relationship between sport participation and attitudes toward women. Male athletes did indeed have more traditional attitudes toward women than male non-athletes. This provides support for the idea that sport reinforces traditional male values. However, because this study examined relationships only, other explanations are possible. For example, perhaps males with traditional values are more frequently attracted to sport than less traditional males.

Testing cultural resource theory

Miller et. al. (1998) studied a randomly selected sample of households with adolescents in a large metropolitan area in the northeastern United States. Interviews were conducted in the household with the adolescent and one or both parents. Questions of a sensitive nature, for example questions about sex, were answered through self-report questionnaires. Multivariate analysis revealed that female athletes had fewer sexual

partners, engaged in sexual activity less frequently, and began to have sex at a later age than female non-athletes.

Sabo et. al. (1999) continued to look at cultural resource theory but went a step further and included pregnancy as an outcome variable. The sample in this study was selected using random digit dial procedures on a computer assisted telephone network. To be included in the study the household had to have at least one adolescent aged 13 – 16 and one biological or surrogate parent in the house. Researchers went to the home and conducted interviews with each household member separately, each participant also filled out self-report questionnaires. Sabo et. al. found that female athletic participation is associated with lower rates of sexual activity and indirectly with lower rates of pregnancy.

Data from the 1995 Youth Risk Behavior Survey was used in an analysis conducted by Miller et. al. (1999). Participants were selected using a three-stage cluster sample design aimed at producing a representative sample for American students in grades 9 to 12. Analysis involved controlling for the effects of ethnicity, age, and socioeconomic status and then examining the relationship among athletic participation, sexual activity, contraceptive use, and pregnancy. Consistent with the previous studies, multivariate analysis revealed that female athletes report having fewer sexual partners, begin to have sexual relationships when they are older, have a decreased frequency of sexual activity, and experience lower rates of past pregnancies. Female athletes were also more likely to practice safer sex.

While there has been evidence to support Cultural Resource Theory in metropolitan United States, one must still question the generalizability of these results. Therefore in my study we will attempt to examine the effect of sport participation on a group of adolescents in Alberta. Based on the research in the United States the hypothesis is that fewer female athletes than female non-athletes will have had sexual intercourse.

METHODS

Researchers were approached by a school in a suburban community just outside of Edmonton, Alberta's capital city. The school requested that the researchers administer the Student Health Survey to their students. The Student Health Survey is a six part pencil and paper questionnaire. It was developed by researchers at the University of Alberta with teaching and counselling experience. Various forms of this survey have been used since 1990 to gather information on the student's background, personal beliefs, participation in sport, sexual attitudes, sexual behaviour, and sex education. The survey is intended to give students, parents, and school staff a better understanding of the sexual attitudes and behaviours of their student population and to be a guide when planning for sex education in the school.

In accordance with University of Alberta research ethics guidelines, once classes were selected to participate in the study, written consent was obtained from the youths and their parents prior to survey administration. Students were instructed never to write their names on the surveys to protect their anonymity.

Two hundred sixteen youths in grades nine through twelve participated. Of the participants, 104 were male and 112 were female. The number of females and males in each grade are shown in Table 3-1.

Table 3-1

Frequency of Male and Female Participants by Age

Age	Male Participants	Female Participants
14	8	14
15	31	41
16	39	40
17	12	8
18	13	6
19	1	3
14 - 19	104	112

Sport participation was measured by students' responses to two questions: "Do you participate in sports at school?" and "Do you participate in sports out of school?" Sexual activity was measured by students' responses to the question: "Have you ever had sex?"

RESULTS

To determine whether fewer female athletes had engaged in sexual intercourse when compared with female non-athletes a chi-square test was used. However, because the number of female students in each age group was small (see Table 1) before the chi square test could be used to test the hypothesis a larger test group was required.

The only group for which a chi-square analysis would have expected values above five for each cell was the fifteen and sixteen year old female participants. Therefore, the fifteen and sixteen year old girls were collapsed into a single group after it was also determined that whether or not the female participants had sex not dependent on being 15 or 16 years old, $\chi^2(1, N = 76) = .491, p = 0.483$.

For the fifteen and sixteen year old female participants, the relationship between participation in school sport and sexual activity was not significant, $\chi^2(1, N = 75) = .937$, $p = 0.333$. However, for female athletes who participate in sport in school the difference between the observed number of sexually active young women and what was expected if there was no relationship was in the direction hypothesized and the lack of significant results may be due to the small number of participants.

Of the girls who participated in school sport fewer had sex than would be expected if there was no relationship between sport participation and sexual activity (See Table 2). For girls who participated in sports in the community the observed values were exactly as would be expected if there was no relationship between participation in sport in the community and sexual behaviour.

Table 3-2

Observed and expected number of sexually active participants with respect to school and community sport participation

		Participated in School Sport	No Participation in School Sport	Participation in Out of School Sport	No Participation in Out of School Sport
Had Sex	Observed	4	10	10.1	4
	Expected	5.6	8.4	10	3.9
Had not had sex	Observed	26	35	44	17
	Expected	24.4	36.6	43.9	17.1

DISCUSSION

Miller, Sabo, Farrell, Barnes, & Melnick found that involvement in sport differentially affects the sexual choices made by female adolescents. They proposed and found support for the cultural resource theory, which states that female adolescents who participate in sport are less sexually active than young women who do not play sports (Miller, Sabo, Farrell, Barnes, & Melnick,1998; Miller, Sabo, Farrell, Barnes, & Melnick, 1999; Sabo, Miller, Farrell, Melnick, & Barnes, 1999).

This study was intended to determine whether that result was generalizable to a sample of Alberta adolescents. Unfortunately due to the small number of female adolescents among the participants statistically significant differences between female

athletes and female non-athletes were not found and we are not able to conclusively support or refute the findings of Miller, Sabo, Farrell, Barnes, & Melnick, 1998 and 1999.

While differences were not statistically significant, there were fewer than expected sexually active fifteen and sixteen year old girls who played sports at school than girls who responded that they did not play sports at school. This difference was not maintained when girls were divided into those who played in the community and those who did not.

This difference warrants further exploration. Cultural resource theory implies that it is the social aspect of sport that impacts the sexual decision making of adolescent females. Why then should sports in the community not have the same impact on sexual choices as participating in sports in school? One possibility is that sports in the school setting are much more visible and often the privelege of playing goes only to the elite few who "make the team". If school sports do have an impact on teenage girls so much so that participation could make them less likely to engage in early sexual activity shouldn't schools do something to offer the same potentially life altering experience to more teenage girls?

This could mean that when there exists a choice in our schools to make teams more competitive and therefore highly selective or to make teams more aimed at participation, perhaps potential benefits that should be examined include not only mental and physical health but healthy sexual practices as well. Perhaps we should have more school teams and encourage participation of many rather than of few.

Another interesting possibility that would involve less of a dramatic change in the way that school sport is structured is simply by increasing the visibility of community sports. Perhaps participating females would gain status and power in sexual encounters if the activities that they did participate in were celebrated as much as school teams. Increasing the visibililty of community sport participation could be achieved with the help of local media and school anouncements.

Further research into cultural resource theory could be exciting and illuminating. A longitudinal study following participants from childhood through adolescence could examine changes in attitudes and behaviours as participation in sport changes. Additionally, a qualitative study examining athletes' perceptions of the influence of sport on their sexual behaviours could provide insight into the process at work in sport. Of particular interest would be qualitative research with an adolescent for whom sport entered her life relatively late into her adolescence. Can the sexual attitudes and behaviours change with the introduction of sport into an adolescent's life? Looking at more distinct sexual behaviours including perhaps dating, holding hands, kissing, fondling, heavy petting, oral sex, and sexual intercourse could also be fascinating. If young women have more power in sexual encounters; is it possible that they engage in sexual behaviours as often as non-athletes but with more boundaries, that is sexual activities on their own terms?

The examination of the sexual behaviour of young female athletes has very exciting possibilities. Perhaps the introduction of midnight basketball for girls as part of an intervention program to prevent teen pregnancies is not as bizarre as one might think.

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Yes to Sport Means No to Sex?!

A young girl of 10 slumps down in the seat of a 1979 yellow Datsun. Her dirty-blonde ponytail only holds back part of her hair, her cheeks are rosy, and her jersey is powder blue. Her soccer team has just be annihilated *again* and she's completely frustrated. She's fed up with her team including her less than cheery coach and her bumbling team-mates. The whole season stinks! "I want to quit!", she tells her father. Patiently, gently, and firmly he responds, "You've made a commitment to this team so you'll finish this season. If you still don't want to play next year then that's your choice." That's just one of many learning opportunities that the combination of sport and good adult role models has given me over the years.

All of my life I have been actively involved in sport. (And in the last ten years rugby has become my sport of choice.) As a young woman growing up, I feel that sport has given me many gifts: physical health, the ability to work on a team, opportunities to practice being a leader, knowledge of when to lead and when to follow, experience winning and losing gracefully, respect for volunteers, patience, opportunities to travel and to meet wonderful people from all walks of life. The list really could go on and on.

My interest in sport and a chance meeting with a University of Alberta researcher who studies the sexual choices of Alberta teenagers led me to an interesting discovery. Not only does sport enhance physical health and self-esteem of teens, there is also evidence that participating in sport delays sexual activity for young women.[1,2,3,4]

This to me, seemed especially exciting and intriguing. I never would have imagined that sport could be a tool to reduce sexual risk-taking by adolescent girls.

Unfortunately the studies in question are American and it would be incorrect to assume that Canadian and American teens are the same. For example, there are roughly twice as many teenage girls who give birth in the United States and American teens are more likely to have multiple partners.[5] Because the concept of participation in sport decreasing sexual activity surprised and intrigued me so much, I wanted to investigate this relationship here in Canada.

How did we investigate? Seventy-five 15- and 16-year old girls and their parents agreed to fill out a survey at their school. The survey asked them background questions (things like their age and grade), asked them about sport participation, and asked them questions about their sexual behaviours. Questions about sexual behaviours included questions like: Have you ever had sexual intercourse? How old were you when you voluntarily had sex for the first time? The last time you had sex, what method(s) did you and/or your partner use to prevent pregnancy or STDs? If a student had not yet had sex, some questions would be irrelevant for that student and they would chose the "not applicable" option.

What did we learn? If participating in sport had no impact on sexual behaviours you would expect that since 19% of the girls surveyed had had sex, then 19% of sporty girls and 19% of non-sporty girls would also have had sex. This is what happened when we looked at girls who played sports in the community but not for the girls who played

sports in school. For girls who participated in sports in school, fewer than we would have expected (if sport had no impact) had had sex. Now, caution is required here. The number of girls surveyed was small (only 75) and the number who had had sex was even fewer (only 14 had had sex). So it's hard to really know if these results would hold for another sample (preferably a much bigger sample). What we do know is that the research out of the United States was much more conclusive (one survey included responses from almost 9000 teens[6]) and that the survey we conducted provided some tentative support to the results out of the U.S.

What does this mean? School sport may indeed reduce the amount of sexually activity of teenage girls. Are you intrigued but wondering: Why? How? That's exactly how I felt when I first read about this research. As a sport enthusiast during my teenage years I'd certainly never thought about the impact of sport on my sexual choices. The original work I read about the impact of sport on the sexual behaviours of teenage girls suggested that sport impacts young women in two ways.[6] Because sport is a non-traditional activity for girls, it frees them from traditional gender stereotypes and gives them status and power to say no (if that's what they want to say) in sexually charged encounters with teenage boys. My results might suggest that school sports may do just that but that sport participation in the community probably does not. This might be due to the fact that community sports are less visible than school sport. How could one gain status from participating in a sport none of your peers know about? This definitely requires further investigation. However, if this is the case then perhaps school staff

should consider restructuring school sport to accommodate more participants or alternatively community sports involvement could be advertised in the local media and in the school itself to make it more visible.

So what? Well, in Canada 75% of people surveyed in a 1998 study felt that sex before age 16 is always or almost always wrong[7]; but, a clearer picture of why this is important gets painted for me every time I speak to a parent or any other adult who has contact with or who works with children. People are concerned when their young children enter the teenage years, about dating and about sex. Teen sex is a concern. Sex can lead to Sexually Transmitted Infections (STIs), unwanted pregnancies, and extreme vulnerability. People don't necessarily want teens to be exposed to any of this. They don't want teens engaging in sexually activity early because that might mean an increased number of sexual partners over the course of their life which increases their risk of STIs. The unfortunate thing is that people aren't necessarily comfortable talking about sex (other than joking perhaps) and are often especially uncomfortable when it comes to sex and their children. People (especially parents I know) often come up to me and express interest in my research but they rarely use the word sex. They say something like, "I read about your research. My daughter is getting to 'that stage'. Your research is really interesting and exciting . . ."

If it is difficult to speak to our teens about sex, then how do we intend to impact their sexual choices? This is something that is of obvious concern to many Canadians. I am a firm believer that sex education is important – that students need information to

make healthy choices. I also believe that some of the most important discussions - about relationships and boundaries and how to say no but keep the guy or girl interested (probably more a concern for youth than their parents) are often left out because sometimes the people who get "stuck" teaching sex education aren't necessarily well trained and because teachers are afraid to say something wrong that might offend students or parents. We live in a varied society with very unclear rules about sex. How do we effectively and comfortably teach young people about it when different people have different rules about what is acceptable and what is not? While I do feel that sex education is important, there isn't proof that sexual education actually translates into healthy behaviours by our youth[6]. So what else can we do? Perry-Burney and Takyi, University professors in social work and sociology, recommend that school administrators and parents encourage teenage girls to be active in sport because it boosts self-confidence, grades, and goals.[7] I would add to their recommendation that sport participation just might prevent some young women from engaging in risky sexual behaviours as well. Why not add to our efforts to reduce teen pregnancies and sexual behaviour with a sport program. With all the other benefits sport participation can provide and the significant potential with respect to sexual behaviours it would seem a shame not to.

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Chapter 5: SUMMARY

In the following chapter key findings will be highlighted, the study will be critiqued, and suggestions for further research explored.

Research Findings

Measurement of Sport Participation

Students indicated agreement or disagreement using a five-point Lichert scale with seven statements in Section Three, Question Three of the Student Health Survey (see Appendix A). The statements were designed to assess the importance of sport in the life of the respondents. Factor analysis and reliability results did provide support for the use of these seven items in future research.

The items loaded onto two factors. The first five items loaded onto a factor representing personal involvement in sport, and the last two items loaded onto a factor representing peer group involvement in sport. The reliabilities for the two factors were good ($\alpha = 0.9462$ for the factor formed by the first five items and $\alpha = 0.7240$ for the last two items.

Cultural Resource Theory

This study yielded tentative support for the Cultural Resource Theory (Miller, Sabo, Farrell, Barnes, and Melnick 1998). The sample surveyed was small and the difference between the proportion of young women who had sex in the group participating in school sport and the group not participating in school sport was small and non-significant but it

was in the direction hypothesized. Fewer of the adolescent girls playing school sport had sex than would be expected if school sport made no impact on sexual behaviours.

Community Sport Participation

This study also queried young women about their involvement in community sport. When we compared the rates of sexual activity among young women who were athletes in the community with young women who were not athletes in the community, there was no difference in the rates of sexual activity. While results were not statistically significant, it is possible that school sport participation made an impact on sexual behaviours but that participation in community sports did not.

Study Limitations and Recommended Changes

The Sample

The sample of students made available to researchers by the school was too small. There was difficulty getting statistically significant results and it was not possible to examine the relationship between sports and sexual behaviour in greater detail. For example, with larger numbers of participants researchers could have examined whether different sports had different impacts on sexual behaviour.

The way participants were selected was not ideal. It would have been preferable to survey the whole school at the same time or to randomly select students from the school to complete the survey rather than surveying students in selected class groups. The school counsellor attempted to select "average" classes that were representative of the school as

a whole, however because sampling was not random the representativeness of the sample for the whole school population is unknown.

Researchers need to continue to ask questions about sport and sexual behaviour and it would be beneficial to be able to make generalizations about Alberta youth. To accomplish this teens from around the province need to be surveyed.

The Survey

While the pencil and paper version of the Student Health Survey has provided much information over the years, a computerized branching version of the survey would provide many benefits to future researchers in this area. A branching questionnaire would enable to researchers to ask adolescents only the questions that were relevant to their lives. For example a student who responds negatively to the question, " Have you ever had sex before?" would not be asked about the number of sexual partners they've had nor would they be asked about the frequency in which they engage in sexual intercourse. There are several benefits of a computerizes branching questionnaire. Parents who might be uncomfortable with their child being asked detailed questions of a sexual nature would be put at ease because if their child was sexually naïve they would not be exposed to the detailed questions. The questionnaire would also be more relevant to each participant and would not be as tedious.

The computerized branching questionnaire might also allow for the investigation of important but often controversial alternatives to sexual intercourse. In the current

study, as well as during previous studies, questions about oral and anal sex were removed at the request of school administrators to facilitate obtaining parental consent. Parents, it seems, do not want their teenage children asked about these activities. Because of the unease surrounding oral and anal sex there is very little research about these behaviours. That is very unfortunate because there is anecdotal evidence that adolescents are engaging in oral and anal sex as alternative to sexual intercourse (McClelland, 2001; Remez, 2000). These activities present no risk for pregnancy but do place participants at high risk for Sexually Transmitted Infections (STIs). Unfortunately, adolescents may not fully comprehend the risks they are taking.

Future Research

Miller, Sabo, Farrell, Barnes, and Melnick (1998) proposed that adolescent female athletes gained freedom from traditional cultural scripts and elevated status through their sport participation which lead to decreased sexual behaviours.

If young female athletes do gain status through their participation in sport, do they have as many or perhaps even more opportunities for sexual activity but choose not to engage in sexual intercourse? This poses several interesting questions for future researchers. Are there differences in the frequency of dating for female athletes and non-athletes? If young women have more power to say no are they choosing to engage in alternative to sexual intercourse? It would be interesting to compare rates of fondling and oral sex among female athletes and non-athletes.

Also if sport does indeed free young women from traditional cultural scripts because sport is a non-traditional activity for young women, would different sports have different impacts? Two of the dimensions that Furnham (1990) suggests to categorize sport seem especially relevant researching the impact of cultural resource theory: individualistic versus team and contact versus non-contact. If traditional sexual scripts are to be broken down by participating in sport it seems possible that team sports would have a greater impact through interactions with team members. Also if sport has an impact for young women because it is a non-traditional activity, it seems likely that contact sports are more non-traditional than non-contact sports. Sports could be divided into six categories based on whether individuals participated individually or with a team, and whether the sport involved no contact, some contact, or lots of contact and the relationships to sexual behaviour could be examined.

Final Thoughts

When I started doing this research, I was intrigued in the relationship between sport and sexual behaviour because of a personal background in sport and an interest in assisting youth. Since I began, I have been overwhelmed by the interest people have shown in my research. In April 2002, I did a research presentation which was followed by an article in the Edmonton Journal. For the next few weeks people I knew only minimally approached me to ask about my research or to share concerns about their children. That experience led me to believe that people, especially parents of adolescents

and pre-adolescents, are concerned about the emerging sexuality of their children. I also learned that many people are unsure or uncomfortable when discussing sex. Most of the people who spoke to me about my research did not even use the word "sex". While I think that increasing people's comfort discussing sexual topics is the absolute best way to ensure that young people get the information and guidance that they need, sport participation has potential as an exciting and non-threatening component of efforts aimed at promoting sexual health.

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Student Health Survey

To all students:

Many junior high and senior high school students are taking part in this important survey. This study will help us to understand some of your thoughts, values and attitudes in relation to you, your development as a person, your friends and family and your beliefs, attitudes and behaviours in relation to sex and other health related behaviours. This information will help us to develop programs to serve teenagers.

The information you give us is **completely confidential**. Please do not put your name on the questionnaire. There are no right or wrong answers, but please be open and honest with your responses to the questions on the survey. Your opinion is very important to us. Thank you for your help.

If for any reason you don't wish to answer a question, just skip it. You may stop answering questions at any time without consequence.

When you are finished, please put the questionnaire in the envelope provided and seal the envelope. A student representative will take all questionnaires to the library where they will be mixed up. No one will ever know what you answered.

SECTION 1 - General Information

The first section of questions deals with some information about you, your family, and school.

1. How old are you? _____ years

2. What is your sex (gender)? ☐$_1$ male ☐$_2$ femal

3. What grade are you in school this year? Grade _____

4. At this time (right now), with whom do you live? (Check **all** that apply.)

☐$_1$ Mother
☐$_2$ Father
☐$_3$ Stepmother
☐$_4$ Stepfather
☐$_5$ Brother &/or Sister
☐$_6$ Step-brother &/or Step-sister
☐$_7$ Aunt &/or Uncle
☐$_8$ Partner &/or your own children)
☐$_9$ Other(s) (specify: e.g., grandparent, foster parent or guardian) _____

5. What are your parents' occupations?

Answer for your MOTHER or STEPMOTHER (Circle which)
and your FATHER or STEPFATHER (Circle which)

Check the primary occupation for both your father/stepfather and mother/stepmother.

Type of Occupation	**Father/ Stepfather**	**Mother/ Stepmother**
1. Professional (e.g. accountant, lawyer, teacher, nurse, doctor, military officer)	☐	☐
2. Business (e.g. owner, executive officer, manager)	☐	☐
3. Factory worker, miner, labourer, truck driver, cook, waitress, oil field worker	☐	☐
4. Clerical (e.g. sales clerk, secretary)	☐	☐
5. Sales (e.g. real estate, insurance)	☐	☐
6. Skilled worker (e.g. carpenter, electrician, plumber, policeman)	☐	☐
7. Farmer or rancher	☐	☐
8. Homemaker (e.g. housewife)	☐	☐
9. Arts (e.g. writer, performing artist, musician)	☐	☐
10. Unemployed	☐	☐
11. Other (Please specify)	☐	☐

6. What is your approximate overall school average? _____%

7. What are your plans immediately after completing high school?
   - ☐1 continue my education at university
   - ☐2 continue my education at a college with the intention of transferring to a university
   - ☐3 continue my education at another post-secondary institution (e.g. NAIT)
   - ☐4 to get a job
   - ☐5 to travel
   - ☐6 I don't know yet
   - ☐7 other _____

8. What extracurricular activities are you involved in now? (Check **all** that apply)
   - ☐1 team sports (e.g. hockey, volleyball)
   - ☐2 individual athletics (e.g. running, yoga, snowboarding)
   - ☐3 politics, student government
   - ☐4 music
   - ☐7 drama
   - ☐8 other school/academic clubs (please specify) _____
   - ☐5 volunteer work (please explain) _____
   - ☐6 other(s) (please name) _____

8.1 What extracurricular activities have you involved in at any time since Grade 7? (Check **all** that apply)
   - ☐1 team sports (e.g. hockey, volleyball)
   - ☐2 individual athletics (e.g. running, yoga, snowboarding)
   - ☐3 politics, student government
   - ☐4 music
   - ☐7 drama
   - ☐8 other school/academic clubs (please specify) _____
   - ☐5 volunteer work (please explain) _____
   - ☐6 other(s) (please name) _____

8.2 Answer this question for MOTHER or STEPMOTHER. (Circle which)
What activities is your MOTHER/STEPMOTHER involved in now? (Check **all** that apply)
   - ☐1 team sports (e.g. hockey, volleyball)
   - ☐2 individual athletics (e.g. running, yoga, snowboarding)
   - ☐3 politics, student government
   - ☐4 music
   - ☐7 drama
   - ☐8 other school/academic clubs (please specify) _____
   - ☐5 volunteer work (please explain) _____
   - ☐6 other(s) (please name) _____

8.3 Answer this question for the same person as in the question above

What activities has your MOTHER/STEPMOTHER been involved in within the last 5 years? (Check **all** that apply)

- ☐1 team sports (e.g. hockey, volleyball)
- ☐2 individual athletics (e.g. running, yoga, snowboarding)
- ☐3 politics
- ☐4 music
- ☐7 drama
- ☐8 other clubs (please specify) _____
- ☐5 volunteer work (please explain) _____
- ☐6 other(s) (please name) _____

8.4 Answer this question for FATHER or STEPFATHER. (Circle which.)

What activities is your FATHER/STEPFATHER involved in now? (Check **all** that apply)

- ☐1 team sports (e.g. hockey, volleyball)
- ☐2 individual athletics (e.g. running, yoga, snowboarding)
- ☐3 politics
- ☐4 music
- ☐7 drama
- ☐8 other clubs (please specify) _____
- ☐5 volunteer work (please explain) _____
- ☐6 other(s) (please name) _____

8.5 Answer this question for the same person as in the question above

What activities has your FATHER/STEPFATHER been involved in within the last 5 years? (Check **all** that apply)

- ☐1 team sports (e.g. hockey, volleyball)
- ☐2 individual athletics (e.g. running, yoga, snowboarding)
- ☐3 politics
- ☐4 music
- ☐7 drama
- ☐8 other clubs (please specify) _____
- ☐5 volunteer work (please explain) _____
- ☐6 other(s) (please name) _____

10. Mostly, I listen to:

- ☐1 country and western music
- ☐2 rap or reggae music
- ☐3 top 40 pop/rock music
- ☐4 "alternative" or independent music
- ☐5 classical or gospel music
- ☐6 hard rock / metal music
- ☐7 other (please name) _____

10.5 List your top 2 favourite groups or musicians

1. _____ 2. _____

During the school year, what amount of time do you spend per week on the following activities? If you do participate in that activity, please estimate the amount of hours per week. If none, please mark (e).

	ACTIVITIES The amount of time I spend per week on the following activity is	under 1 hr.	1 to 5 hrs.	6 to 10 hrs.	more than 10 hrs.	NONE
2.	participating in team sports (e.g. hockey, volleyball)	a	b	c	d	e
3.	doing individual sports (e.g. yoga, snowboarding, fitness training)	a	b	c	d	e
4.	performing leadership activities (e.g. student government, grad)	a	b	c	d	e
5.	participating in fine arts outside of school (e.g. music, drama, dance, art)	a	b	c	d	e
6.	participating in clubs (e.g. youth groups, 4-H, yearbook)	a	b	c	d	e
7.	working on a hobby	a	b	c	d	e
8.	watching TV, movies or videos	a	b	c	d	e
9.	talking on the phone to friends	a	b	c	d	e
10.	playing computer games	a	b	c	d	e
11.	searching the Internet	a	b	c	d	e
12.	spending time with my family	a	b	c	d	e
13.	shopping	a	b	c	d	e
14.	partying	a	b	c	d	e
15.	learning something new outside of school	a	b	c	d	e
16.	reading	a	b	c	d	e
17.	attending church/religious sponsored events	a	b	c	d	e
18.	attending entertainment events (games, concerts)	a	b	c	d	e
19.	hanging/socializing with friends	a	b	c	d	e
20.	Other(s)?	a	b	c	d	e

11. For each of the statements listed below, please circle whether you strongly agree, agree, disagree or strongly disagree with the statement. The last column (N/A) means it is not applicable (not relevant) to you.

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree	N/A
I am very happy with my friendships.	1	2	3	4	5	6	7
Before I do something, I try to consider how my friends will react to it.	1	2	3	4	5	6	7
I consider religion/spirituality very important in my life.	1	2	3	4	5	6	7
I try to keep out of trouble no matter what.	1	2	3	4	5	6	7
I often act on the spur of the moment, without stopping to think.	1	2	3	4	5	6	7
Generally, I attend religious services weekly.	1	2	3	4	5	6	7
Before I do something, I try to consider how my parents will react to it.	1	2	3	4	5	6	7
The person I date or "go out with" is one of my best friends.	1	2	3	4	5	6	7
I can talk with my mother about almost anything.	1	2	3	4	5	6	7
I can talk with my father about almost anything.	1	2	3	4	5	6	7
Family relationships are more trouble than they are worth.	1	2	3	4	5	6	7
My parents are very strict (i.e. they tell you what to do, when you can go out, etc.)	1	2	3	4	5	6	7

SECTION 2 - Questions about Yourself

This section was not used in the current study. Questions were taken from the NPFS Instrument can not therefore be published in this thesis.

SECTION 3 - Participation in Sport

1. Do you participate in sports at school? ☐1 Yes ☐2 No

2. Do you participate in sports out of school? ☐1 Yes ☐2 No

3. Please indicate your level of agreement with the following statements by circling the appropriate for each statement.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I am an athlete.	1	2	3	4	5
2. I am athletic.	1	2	3	4	5
3. Participating in sport(s) is important to me.	1	2	3	4	5
4. Participating in sport(s) is a big part of my life.	1	2	3	4	5
5. I am good at (a) sport(s)	1	2	3	4	5
6. The girls / guys I date are athletic.	1	2	3	4	5
7. My friends are athletic.	1	2	3	4	5

INSTRUCTIONS FOR NEXT THREE PAGES ! ! !

We would like to get an idea of which sports you participate in, the amount of time you spend playing / practicing those sports, and how seriously you take that sport.

On the following page we have provided a list of sports that are divided into groups. We would like to answer some questions about <u>all the sports</u> you've played in the <u>last three years</u>.

We have provided space for you to answer questions about 10 sports. We do not expect that everyone will have been involved in 10 sports we have tried to provide lots of space just in case

SPORT	CODE
Badminton	E
Baseball	D
Basketball	C
Bowling	E
Boxing	B
Curling	D
Cycling	E
Dance	F
Fastball	D
Figure Skating	F
Football	A
Golf	E
Gymnastics	F
Handball	C
Hockey	A
Horse. Riding	E
Judo	B
Karate	B
Lacrosse	A
Racquetball	E
Ringette	C
Rugby	A
Running	E
Skiing - Downhill	E
Slow-pitch	D
Snowboarding	E
Soccer - Indoor	C
Soccer-Outdoor	C
Softball	D
Speed Skating	E
Squash	E
Swimming	E
Synchro. Swim.	F
Tae Kwon Do	B
Tennis	E
Track & Field	E
Volleyball	D
WaterPolo	C
Waterskiing	E
Weightlifting	E
Wrestling	B
X-Country Skiing	E
Other – specify	**G**

If you do not participate in any sports, check here ☐$_1$ and go on to section 4.

If you do participate in sport, Choose one sport you play and answer the following questions about that sport and only that sport.

I participated in a sport. The code for that sport is _____. (see the list on the left)
I generally participated: ☐$_1$ with others OR ☐$_2$ by myself. (check one)
How many months per year do you participate? _____
How many hours per week during your season do you play/practice? _____
Do you participate with an organized team or club? ☐$_1$ Yes ☐$_2$ No
Do you have a coach? ☐$_1$ Yes ☐$_2$ No
Did you have to "try-out" to participate? ☐$_1$ Yes ☐$_2$ No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐$_1$ Yes ☐$_2$ No

Choose another sport you play and answer the following questions about that sport and only that sport. (No more? Go on to section 4)

Code? __. (OK if the code is the same or different as previous question)
I generally participated: ☐$_1$ with others OR ☐$_2$ by myself. (check one)
How many months per year do you participate? _____
How many hours per week during your season do you play/practice? _____
Do you participate with an organized team or club? ☐$_1$ Yes ☐$_2$ No
Do you have a coach? ☐$_1$ Yes ☐$_2$ No
Did you have to "try-out" to participate? ☐$_1$ Yes ☐$_2$ No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐$_1$ Yes ☐$_2$ No

Choose another sport you play and answer the following questions about that sport and only that sport. (No more? Go on to section 4)

Code? __. (OK if the code is the same or different as previous questions)
I generally participated: ☐$_1$ with others OR ☐$_2$ by myself. (check one)
How many months per year do you participate? _____
How many hours per week during your season do you play/practice? _____
Do you participate with an organized team or club? ☐$_1$ Yes ☐$_2$ No
Do you have a coach? ☐$_1$ Yes ☐$_2$ No
Did you have to "try-out" to participate? ☐$_1$ Yes ☐$_2$ No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐$_1$ Yes ☐$_2$ No

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Baseball	D
Basketball	C
Bowling	E
Boxing	B
Curling	D
Cycling	E
Dance	F
Fastball	D
Figure Skating	F
Football	A
Golf	E
Gymnastics	F
Handball	C
Hockey	A
Horse. Riding	E
Judo	B
Karate	B
Lacrosse	A
Racquetball	E
Ringette	C
Rugby	A
Running	E
Skiing - Downhill	E
Slow-pitch	D
Snowboarding	E
Soccer - Indoor	C
Soccer -Outdoor	C
Softball	D
Speed Skating	E
Squash	E
Swimming	E
Synchro. Swim.	F
Tae Kwon Do	B
Tennis	E
Track & Field	E
Volleyball	D
Water Polo	C
Waterskiing	E
Weightlifting	E
Wrestling	B
X-Country Skiing	E
Other – specify	G

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do any of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

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Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do any of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
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How many hours per week during your season do you play/practice?
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Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do any of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do any of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

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Curling	D
Cycling	E
Dance	F
Fastball	D
Figure Skating	F
Football	A
Golf	E
Gymnastics	F
Handball	C
Hockey	A
Horse. Riding	E
Judo	B
Karate	B
Lacrosse	A
Racquetball	E
Ringette	C
Rugby	A
Running	E
Skiing - Downhill	E
Slow-pitch	D
Snowboarding	E
Soccer - Indoor	C
Soccer -Outdoor	C
Softball	D
Speed Skating	E
Squash	E
Swimming	E
Synchro. Swim.	F
Tae Kwon Do	B
Tennis	E
Track & Field	E
Volleyball	D
Water Polo	C
Waterskiing	E
Weightlifting	E
Wrestling	B
X-Country Skiing	E
Other – specify	G

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

Choose another sport you participate in . . . (No more? Go on to section 4)

Code? . (OK if the code is the same or different as previous questions)
I generally participated: ☐1 with others OR ☐2 by myself. (check one)
How many months per year do you participate?
How many hours per week during your season do you play/practice?
Do you participate with an organized team or club? ☐1 Yes ☐2 No
Do you have a coach? ☐1 Yes ☐2 No
Did you have to "try-out" to participate? ☐1 Yes ☐2 No
Do you want to do **any** of the following: play for a university / college, be on a provincial or national team, or be a pro in this sport? ☐1 Yes ☐2 No

SECTION 4 - Sexual Attitudes

In this section we would like to know your **opinions on some sexual issues and behaviours**. Some people have had sexual intercourse and others have not. It does not matter whether you are sexually active or not to answer this section

Remember, the information you give us is **completely confidential**. There are no right or wrong answers but please be open and honest with your responses.

Please circle your answer to each question below by choosing from the responses on the right.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. Having sex before marriage is okay if both people agree to it.	1	2	3	4	5
3. My friends think I should not have sex while I am an unmarried.	1	2	3	4	5
4. The possibility of me getting AIDS is something I've never really thought about	1	2	3	4	5
9. I would feel comfortable talking with my mother about sex.	1	2	3	4	5
10. I would feel comfortable talking with my father about sex.	1	2	3	4	5
11. It's a good idea to take precautions against AIDS but it can have a bad effect on people's sex lives	1	2	3	4	5
13. The majority of my friends have had sex.	1	2	3	4	5
15. I would feel comfortable talking with my partner about sex.	1	2	3	4	5
16. Having sex before marriage is okay only if the couple is planning to marry.	1	2	3	4	5
17. None of my friends are the kind of people who would be AIDS carriers.	1	2	3	4	5
18. If a girl gets pregnant, it is her fault.	1	2	3	4	5
19. My parent(s) think it is okay for me to have sex as long as I use protection.	1	2	3	4	5
21. People who want to have sex should respect the right of others to say "No".	1	2	3	4	5
22. I would feel comfortable talking with my partner about using condoms and/or birth control.	1	2	3	4	5

Please circle your answer to each question below by choosing from the responses on the right.	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
24. As a virgin, I just wanted to (or still want to) "get it over with"	1	2	3	4	5
25. I worry about getting a sexually transmitted disease.	1	2	3	4	5
25.5 My parents would be extremely angry if I got a sexually transmitted disease.	1	2	3	4	5
26. I worry about getting pregnant.	1	2	3	4	5
27. My parents would be extremely angry if I became pregnant (or, if male, if my girlfriend became pregnant).	1	2	3	4	5

Please fill in the blank in the following questions.

28. I think that the ideal age for a **female** to begin **dating** or going out with someone is ____ yrs old.

29. I think that the ideal age for a **male** to begin **dating** or going out with someone is ___ yrs old.

30. I think that the ideal age for a **female** to have **sexual intercourse** for the first time is ____ yrs old.

31. I think that the ideal age for a **male** to have **sexual intercourse** for the first time is _____ yrs old.

32. I think that the ideal age for a **female** to get **married** for the first time is _____ years old.

33. I think that the ideal age for a **male** to get **married** for the first time is _____ years old.

34. I think that the ideal age for a **female** to have a **baby** for the first time is _____ years old.

35. I think that the ideal age for a **male** to have a **baby** for the first time is _____ years old.

SECTION 5 - Sexual Behaviour

The following questions deal with **your** sexual behaviour. Remember, the information you give us is **completely confidential**. There are no right or wrong answers but please be open and honest with your responses.

1a. How old were you when you **first** began to date? ☐$_1$ I do not date
☐$_2$ _____(age in years)

1b. Do you date ("go with") more than one person at the same time? ☐$_1$ I do not date
☐$_2$ Yes
☐$_3$ No
☐$_4$ Sometimes

3. Have you ever had sexual intercourse ? ☐$_1$ Yes ☐$_2$ No

4. Were you drinking alcohol and/or using drugs the first time you had sexual intercourse?

☐$_1$ I have never had sex ☐$_2$ Yes ☐$_3$ No

5. Were you drinking alcohol and/or using drugs the last time you had sexual intercourse?

☐$_1$ I have never had sex ☐$_2$ Yes ☐$_3$ No

6a. How old were **you** when you voluntarily had sexual intercourse for the first time? If you have not had sex, please check the box next to that statement. If you have had sexual intercourse, please check the age you were when you first had sexual intercourse.

☐$_1$ I have never had sexual intercourse
☐$_2$ Less than 12 years old
☐$_3$ 12 years old
☐$_4$ 13 years old
☐$_5$ 14 years old
☐$_6$ 15 years old
☐$_7$ 16 years old
☐$_8$ 17 years or older

6b. How old was **your partner** when you voluntarily had sexual intercourse for the first time? If you have not had sex, please check the box next to that statement. If you have had sex, please check how old your partner was the first time you had sex.

☐$_1$ I have never had sex
☐$_2$ Less than 12 years old
☐$_3$ 12 years old
☐$_4$ 13 years old
☐$_5$ 14 years old
☐$_6$ 15 years old
☐$_7$ 16 years old
☐$_8$ 17 years or older

7. The following adjectives have been used by young people to describe their first experience of having sexual intercourse.

Please check off the words that you feel best describe your emotions about your first encounter with sexual intercourse. Check as many as you feel best describe your emotions at that time.

☐1 I have never had sexual intercourse

☐2 guilty	☐8 hurt	☐14 excited
☐3 afraid	☐9 wonderful	☐15 other (specify)_____
☐4 raped	☐10 stimulated	☐16 other (specify)_____
☐5 anxious	☐11 loved	☐17 other (specify)_____
☐6 worried	☐12 mature, grown-up	☐18 other (specify)_____
☐7 betrayed	☐13 fulfilled	☐19 other (specify)_____

8. With how many different partners have you had sexual intercourse?

☐1 I have never had sexual intercourse
☐2 1 person
☐3 2 people
☐4 3-4 people
☐5 5 or more people

9. How frequently do you have sex? Check the statement that is most true for you.

☐1 I have never had sexual intercourse
☐2 I've only had sex once
☐3 less than once a month
☐4 about once a month
☐5 2 - 3 times a month
☐6 about once a week
☐7 more than once a week

10. The first time you had sex, what method(s) did you and/or your partner use to prevent pregnancy or STDs? Please check **all** that apply.

☐1 I have never had sexual intercourse
☐2 We used nothing
☐3 Birth Control Pills
☐4 Condom
☐5 Withdrawal
☐6 Not sure
☐7 Other (specify) _____

11. The last time you had sex, what method(s) did you and/or your partner use to prevent pregnancy or STDs? Please check **all** that apply.

☐1 I have never had sexual intercourse
☐2 We used nothing
☐3 Birth Control Pills
☐4 Condom
☐5 Withdrawal
☐6 Not sure
☐7 Other (specify) _____

12. Have you ever had a sexually transmitted disease? ☐$_2$ Yes
☐$_3$ No
☐$_4$ Don't know

13a. Have you ever been pregnant or made someone pregnant?

☐$_1$ I have never had sexual intercourse ☐$_2$ Yes ☐$_3$ No

13b. If Yes, are you currently parenting/raising that child? ☐$_1$ Yes ☐$_2$ No

14. Was there ever a time you were forced to have sexual intercourse against your will?

☐$_1$ I have never had sexual intercourse ☐$_2$ Yes ☐$_3$ No

15a. Have you ever talked to at least one of your parents about sex?

☐$_1$ Yes, a great deal ☐$_2$ Yes, a bit ☐$_3$ No, not at all

15b. If yes, when did this discussion take place?

☐$_1$ Before I was sexually active ☐$_2$ After I became sexually active

16. For the questions below please circle the number that reflects how often you have done or talked about the issues or activities.

Please use the categories on the right for your responses. If you have never been in the situation, check the box.	Almost Never	Rarely	Sometimes	Usually	Almost Always	Check if does not apply
1. When you are alone with a date or boy/girlfriend, how often can you tell him/her your feelings about what you want and do not want to do sexually?	1	2	3	4	5	☐
2. If a boy/girl puts pressure on you to be involved sexually and you don't want to be involved, how often do you succeed in stopping it?	1	2	3	4	5	☐
3. If you have sex with your boy/girlfriend, how often can you talk with him/her about birth control and condoms?	1	2	3	4	5	☐
4. If you have sex with your boy/girlfriend and want to use a condom, how often do you insist on using one?	1	2	3	4	5	☐
5. When you have to make a decision about having sex and/or using protection, how often do you make a decision on the spot without worrying about the consequences?	1	2	3	4	5	☐
6. Thinking back over **all the times** you have had sex in the past 6 months, how often have you or your partner(s) used something to stop a pregnancy/STDs from happening?	1	2	3	4	5	☐

SECTION 6 - Sex Education in School

1. What would you like to know more about? Compared to what you are currently learning in school, would you like to learn more or less about the following topics:

	Lots more	More	Same Amount	Less	Lots Less
1. Female reproductive system	1	2	3	4	5
2. Female menstruation	1	2	3	4	5
3. Male sexuality	1	2	3	4	5
4. Male reproductive system	1	2	3	4	5
5. Wet dreams and ejaculation	1	2	3	4	5
6. Changes during puberty for males	1	2	3	4	5
7. Changes during puberty for females	1	2	3	4	5
8. Dating	1	2	3	4	5
9. Relationships	1	2	3	4	5
10. Personal boundaries	1	2	3	4	5
11. Emotional aspects of sex	1	2	3	4	5
12. Abstinence	1	2	3	4	5
13. Meaning and value of virginity	1	2	3	4	5
14. Saying "no" to unwanted sexual advances	1	2	3	4	5
15. Rape and sexual abuse	1	2	3	4	5
16. Saying "not yet" and keeping a partner interested	1	2	3	4	5
17. Talking to a partner about using birth control	1	2	3	4	5
18. Talking to parents about sex	1	2	3	4	5
19. Pregnancy	1	2	3	4	5
20. Methods of birth control	1	2	3	4	5
21. Safe sex	1	2	3	4	5
22. Sexually transmitted diseases	1	2	3	4	5
23. HIV/AIDS	1	2	3	4	5
24. Romantic love	1	2	3	4	5
25. Spiritual love	1	2	3	4	5
26. Homosexuality	1	2	3	4	5
27. Passion and sexual arousal of males and females	1	2	3	4	5
28. Places to go or people to talk to about sex	1	2	3	4	5
29. Good books about sex	1	2	3	4	5

2. Please list any other topics that you would like to know more about.

3. Do you think males and females should take sex education classes together or separately? Check the appropriate answer:

$\square_1$ males and females should be together for all classes
$\square_2$ males and females should be separated for all classes
$\square_3$ males and females should be together for some and apart for others

Explain in more detail:

4. Many people think it is important to have a really good teacher for sex education. What do you think are the most important qualities for a sex education teacher to have?

5. Tell us anything else you think we should know about sex ed.

SECTION 7 - Your Health Related Behaviours

This last section of the questionnaire deals with information about health related behaviours.

1. Are you currently pregnant or breastfeeding?

☐$_1$ Yes ☐$_2$ No ☐$_3$ Not applicable - I'm male

2. During the past 6 months, how many cigarettes or packs of cigarettes have you smoked per day? (Check the box that indicates the average you have smoked per day.)

☐$_1$ I have never smoked
☐$_2$ I don't smoke, but I've tried it
☐$_3$ I quit smoking
☐$_4$ Less than one cigarette per day
☐$_5$ One to five cigarettes per day
☐$_5$ About one-half pack per day
☐$_7$ About a pack per day
☐$_8$ More than a pack a day

3. During the past 6 months, how often did you drink any alcoholic beverages, including beer, wine, or liquor? Check the box next to the statement that best describes how often you drink.

☐$_1$ I have never drank alcohol
☐$_2$ I don't drink alcohol, but I've tried it
☐$_3$ I quit drinking
☐$_4$ Less than once a month
☐$_5$ About 1 or 2 days a month
☐$_6$ About 3-6 days a month
☐$_7$ About 2-4 days a week
☐$_8$ Nearly every day
☐$_9$ Every day

5. During the past 6 months, how often have you used steroids for the purpose of enhancing athletic ability? Check the box next to the statement that best describes how often you take steroids.

☐$_1$ I have never taken steroids
☐$_2$ I don't take steroids, but I've tried it
☐$_3$ I quit taking steroids
☐$_4$ Less than once a month
☐$_5$ About 1 or 2 days a month
☐$_6$ About 3-6 days a month
☐$_7$ About 2-4 days a week
☐$_8$ Nearly every day
☐$_9$ Every day

5.1. During the past 6 months, how often did you use marijuana?

☐$_1$ I have never used marijuana
☐$_2$ I don't use marijuana, but I've tried it
☐$_3$ I quit using marijuana
☐$_4$ Less than once a month
☐$_5$ About 1 or 2 days a month
☐$_6$ About 3-6 days a month
☐$_7$ About 2-4 days a week
☐$_8$ Nearly every day
☐$_9$ Every day

5.2. Have you ever been to a rave?

☐$_1$ yes
☐$_2$ no
☐$_3$ don't know

5.3. During the past 6 months, how many raves have you attended?

☐$_1$ I have never been to a rave.
☐$_2$ 1
☐$_3$ 2-4
☐$_4$ 5-10
☐$_5$ 11-20
☐$_6$ more than 21

5.4. During the past 6 months, did you take any drugs at the raves/s you attended)?

☐$_1$ Yes
☐$_2$ No
☐$_3$ I have never been to a rave.

b. If yes, please list what you used _____

c. Check the box next to the statement that best describe how often you use.

☐$_3$ I quit taking drugs
☐$_4$ Less than once a month
☐$_5$ About 1 or 2 days a month
☐$_6$ About 3-6 days a month
☐$_7$ About 2-4 days a week
☐$_8$ Nearly every day
☐$_9$ Every day

5.4. During the past 6 months, did you use other illegal drugs that have not already been mentioned (e.g. acid, speed, heroin)?

☐$_1$ Yes
☐$_2$ No
☐$_3$ I have never taken street drugs
☐$_4$ I don't take street drugs, but I've tried it

b. If yes, please list what you used _____

c. Check the box next to the statement that best describe how often you use.

☐$_3$ I quit taking drugs
☐$_4$ Less than once a month
☐$_5$ About 1 or 2 days a month
☐$_6$ About 3-6 days a month
☐$_7$ About 2-4 days a week
☐$_8$ Nearly every day
☐$_9$ Every day

This last page if for you. Please tell us anything that you want to about anything on this questionnaire or about anything that you think we should have asked about.

Thank-you for taking the time to give us this information!